

Diversionism

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students rank six fictitiously titled postsecondary schools then re-rank schools as pertinent facts about these schools are provided.

Time: 50 minutes.

Essential Questions

- What is important to me in making postsecondary educational choices?

Preparation

- Connect computer to an overhead projector with screen
- Establish CIS portfolios before this lesson
- Familiarize yourself with CIS US Colleges and Universities (and State Colleges, if available)
- Review the PowerPoint presentation and update school information if necessary
- Print *Diversionism Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn to make postsecondary school choices based upon adequate and accurate information.
2. Tell students that one out of six people make choices without having sufficient information, and many are diverted by distracting information.
3. Tell students that in this activity, they will be asked to select one school from among six schools with fictitious titles; they will receive more information about these schools as the activity unfolds. Advise students to make their choices based upon what they learn at each step.
4. Show PPT Slide 2. Distribute the *Diversionism Worksheet*.
5. Instruct students to individually complete Step 1 (the first column) of the *Diversionism Worksheet*. They should rank their choices using numbers 1-6, (1 = high) on the basis of which school titles seem most appealing.
6. Discuss their choices by asking students:
 - Why did you order them as you did?
 - How would you feel about starting school tomorrow in one of these schools? (Help students distinguish between what is known and what they assume.)
 - What else would you want to know?
7. Record responses on the board.
8. Explain that you will present additional facts about each school.
9. Show PPT Slide 3. Reveal the next piece of information (Step 2 on *Diversionism Worksheet*) and ask students to re-rank the schools with this new information in column 2. Answer any questions to clarify the information provided.
10. Show PPT Slides 4-7. Use these slides for Steps 3-5. When Step 5 is complete, discuss the rankings:
 - Did your first choice change from step one?
 - What information influenced you to change your ranking or keep the same ranking?
11. As you read each of the titles, ask students to raise their hands to show which school is most appealing to them now.
12. Invite comments as to why they feel the way they do.
13. Ask students to guess what the real schools disguised in this activity are.
14. Show PPT Slide 8, which has the titles of the six schools.
15. Ask them to complete Step 6 of the *Diversionism Worksheet*, ranking the schools by their actual names.
16. Ask students to compare the results and reflect upon the decision-making process by asking,
17. "Which piece of information was most useful for making decisions on schools?"
18. Review the list of information students said they needed after completing step one:
 - Why is it important to be aware of these things now?
 - How could you obtain more information?
 - How were the fictitious titles in the activity related to the real school titles?
19. Discuss how school titles subjectively influence perceptions of the institution.
20. Discuss how students can use information to make better decisions. Emphasize that decisions made now will affect future options.
21. Show students where to learn more about schools and colleges in CIS (in US Colleges and Universities and the State Colleges) and explain that the information for this activity came from CIS.
22. Ask students to prepare an oral or written analysis of what they learned from this activity.

Variations and Accommodations

- Change the fictitious titles (and the corresponding real titles) to relate to specific curriculum areas so that this lesson could be used in a specific subject area classroom for schools that target that subject area.
- Assign students to research one of the schools in the activity and present their findings to the group.
- Students needing special assistance should be paired with a helpful partner for the activity

Assessment

Use the *Diversionism Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box within the Evaluate Options section of Career plan.

Materials

Computer lab with overhead projector and CIS access

[Diversionism \(PPTX\)](#)

[Diversionism Worksheet \(PDF\)](#)

[Diversionism Worksheet \(DOCX\)](#)

[Diversionism Scoring Guide \(PDF\)](#)

[Diversionism Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text

National Career Development Guidelines

- GOAL CM3 Use accurate, current, and unbiased career information during career planning and management.

American School Counselor Association

- Academic Development, Career Development, Personal/Social Development

Bloom's Taxonomy: Analyzing, Applying, Evaluating, Understanding

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Use Effective Collaboration and Cooperation Skills